

Activity: Double Entry Journal

Purpose: To provide a structure for reading response, to make decisions about significant aspects of text, and to reflect on personal connections to the text.

1. Provide students with a [Double-Entry Journal](#) or have them make one.
2. Begin by explaining and modeling how to use a Double-Entry Journal. Encourage text-self, text-text, and text-world connections.
3. Have students read or listen to part of a text.
4. Ask students to select a key event, idea, word, quote, or concept from the text and write it in the left column of the Double Entry Journal.
5. In the right column of the Double Entry Journal, students write connections and explain their responses to the item in the left column.
6. Use the journals for large group discussions.

*Source: McLaughlin, M. & Allen, M.B. (2000). *Guided Comprehension: a teaching model for grades 3-8*. Newark, Delaware: International Reading Association.

Double-Entry Journal

Text _____

Key event, idea, word, quote, or concept:	Connections:

Text - self connections occur when we make connections between personal experiences and the text.
Text - text connections occur when we make connections between other texts in relation to the text we are reading.
Text - world connections occur when we relate the text with what we already know about the world.

Name_____

Double-Entry Journal

Text_____

Key event, idea, word, quote, or concept:	Connections: